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ABSTRACT

Constructive-developmentalism is a theory of learning that incorporates two major concepts: (1) that students construct knowledge by organizing and making meaning of their experiences, and (2) that this construction takes place in the context of students' assumptions about and creation of knowledge. A gap often exists between instructor and students, making engaging students effectively a major challenge. Many college faculty struggle to engage learners meaningfully. This book is intended to help college faculty create the conditions in which students learn to construct knowledge. A constructive-developmental approach to teaching promotes self-authorship, and this document focuses on articulating structures and processes for implementing that approach. Three sections of this work cover, respectively, the need for a constructive-developmental pedagogy and the problems and promises and various forms of such pedagogy. (HB)

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